

Fall 8-15-1998

ENG 1001C-061: Composition and Language

Sandra Beauchamp
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall1998



Part of the [English Language and Literature Commons](#)

Recommended Citation

Beauchamp, Sandra, "ENG 1001C-061: Composition and Language" (1998). *Fall 1998*. 43.
http://thekeep.eiu.edu/english_syllabi_fall1998/43

This Article is brought to you for free and open access by the 1998 at The Keep. It has been accepted for inclusion in Fall 1998 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

1001C-061

DNR

English 1001C /Section 061/ Fall 1998

Time/Room: T. Th. 3:30-4:45 /Room 313 CH

Instructor: Sandra Beauchamp (cfsjb1@eu.edu)

Office: CH 320/ Office hours: MWF 10:00a.m.-1:00p.m. and by appointment.

Home phone: 345-4035 (before 10:00 p.m. and after 6:00 a.m.)

Objectives: English 1001C is a writing course which involves the reading, writing and critiquing of both professional and student essays. By using different essay development strategies, the student should be able to write a clear, well supported essay. Also, students will be required to conduct research activities throughout the semester as a means of critically supporting their own ideas in relationship to the assigned reading.

Required Text and Student Materials:The Student Writer: Editor and Critic, 4th ed.Connections: A Multicultural Reader for Writers, 2nd ed.Research handbook.A large notebook for in-class writing activities and journal*

Course Description: Since this is a writing intensive class, you will be expected to write regularly. In addition to writing often, you will read essays composed by both professional writers and your classmates, taking note of their struggles, ideas, and experiences. Therefore, this class will run much like a workshop in which you regularly take part in writing groups, discussion, and in-class writing. It is not unusual for me to photo-copy a student's essay to share with the class, ask a student to read aloud from their own essay, or even to share writing of my own. You see, this is not only a writing class, but an arena of higher education where your opinions and voices are vital tools for acquiring a *meaningful* experience. By the end of this class I hope that you not only improve your writing abilities, but also learn about the world around you, how it affects you, and how it influences your ideas, writing, and educational career far beyond this semester.

Assignments and Grading System:

Diagnostic Essay	500 words	Not graded
Journal		100 points
Four 1,000 word essays (4 pages, typed)		100 points apiece
One research project (7-10 pages)		200 points
Quizzes over reading assignments (rarely announced)	100 total points	
Participation in peer evaluation	100 points	
Extra Credit TBA		

****My grading scale is very easy to understand. Your grades will be based on cumulative points. I will add all of your points at mid-term, again at finals, and divide by the total number possible. With this scale, you should be able to keep a record of your own points. Letter grades for essays are assigned points as follows: A= 90-100; B=89-80; C=79-70; D=69-60. Each writing assignment will have its own criteria with each aspect worth a specific number of points.**

Revisions: I whole-heartedly believe that students become better writers by revising their writing. Even professional writers rework their compositions numerous times. (I revised this syllabus 4 times!) Therefore, you may revise your 4 page essays for a higher grade. If you want to revise, do so within a week and attach the original, while noting the revision number and the type of paper. Remember: revising does not entitle you to a higher grade.

Attendance: Each student is allowed **three** unexcused absences. For each absence after that-- up to eight--you must write a one-page paper explaining why you missed class. The paper must be typed and carefully written. If this is not completed, your overall grade will drop one letter. If you have **eight or more unexcused absences**, I will issue you a grade of NC. If you miss class for a family emergency, extended illness, or any other unavoidable reason, contact me as soon as possible with the appropriate documentation.

Late Work: Essays are due at the beginning of the class unless otherwise noted. If you miss due dates, your essay or work will be docked 10 points or one letter grade for each day that it is late: this includes Saturdays and Sundays. However, if you are having trouble understanding an assignment or finishing your essay, I might be persuaded to negotiate once or twice for an extension, but only in certain circumstances: I am fair, but not gullible.

Make-up Work: You may not make-up quizzes unless you have an **excused** absence. Students are responsible for all material covered in class, which includes but is not limited to all lecture material, writing groups, due dates, and any changes made in the syllabus.

Plagiarism: Eastern Illinois University English Department's policy on plagiarism: Any teacher who discovers an act of plagiarism---"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the student an appropriate penalty, up to and including immediate assignment of a grade of F for the course, and to report the incident to the Judicial Affairs Office.

Journals: All students must keep a journal which will be collected on the penultimate day of class. In the journal will be responses to literary essays read and student essays evaluated as well as in-class free-writing and pre-writing exercises. As the journals will act as a record for your participation in this class, each entry should be dated. Please do not keep your journals in a three-ring binder. A spiral bound notebook is sufficient.

MANUSCRIPTS: All essays must be typed and double-spaced. The student's name, the date, the essay assignment, the instructor's name, and the title of the essay should appear on a separate title page, not at the top of the first page of the essay. All essays will be given a number grade, a letter grade, critical comments, revision advice, and an explanation of the grade. Any essay and essay's grade may be discussed at length during office hours or a scheduled conference.

ADA POLICY: If you are a student who has a documented disability and wishes to receive academic accommodations, please contact the coordinator of the office of disabilities services (6583) as soon as possible..

Conferences: Throughout the semester I will hold at least one writing conference with each student, maybe more, time permitting. While at this time we will discuss successes, problem areas, and other facets of the student's performance, I encourage every student to approach me with any difficulties at any time this semester. Note my e-mail address: cfsjb1@eiu.edu.

MISCELLANEOUS

1. Note the requirements for turning in a revision.
2. Make sure you understand the expectations for each writing assignment. Ask questions!
3. Essay manuscripts are due at the beginning of class.
4. ***Provide titles for all of your writing.
5. Hand papers directly to me; do not expect the secretary, your friends or anyone else to take responsibility for your essay.
6. Don't fall behind. It could prove disastrous, especially around mid-term.
7. Invest in a dictionary and thesaurus; you will find a use for them after this class.
8. Make hard copies of your work or make a back-up copy of your writing on another disc.
9. If you are having trouble, talk to me.
10. We have a great writing center with tutors who are more than happy to help you with writing problems.

Wise Words of Advice:

"A writer...is someone who has found a process that will bring about new things..." *William Stafford*

"Writing keeps me from believing everything I read." *Gloria Steinem*

"Don't tear up the page and start over when you write a bad line--try to write your way out of it. Make mistakes and plunge on...Writing is a means of discovery, always..." *Garrison Keillor*

"I have rewritten--often several times--every word I have ever published. My pencils outlast their erasers." *Nabokov*

Course Outline: subject to change, expansion and deletion

WEEK 1

Tues. Aug. 25 Introduction /Examine syllabus/ Discuss Diagnostic Essay based on "A Dance to the Music of the Mind" by Graves

Thurs. Aug 27 : In-class writing of the diagnostic essay/ Reading assignment: *Connections: pp.15-20/21-28. & The Student Writer: Chapter 1.*

WEEK 2

Tues. Sept 1: Discuss Bonilla's essay and Reading Critically/ Discuss Process, Pre-Writing, & The Writer's Situation/ *Handout: "Uncle Willie" by Angleou & Kilpatric's "Death of a Helpin' Man."*

Thurs. Sept 3: Thesis Statements, Introductions, and Conclusions / *The Student Writer: pp.27-52;54-55 & "The Stranger from My Past" pp58-59 & pp. 61-75; journal writing: p.73, "Describing a Person."*

WEEK 3

Tues. Sept. 8: Discuss Drafting, Organizing, and Writing Essay #1/ *The Student Writer: pp127-132*

Thurs. Sept. 10: Audience Analysis/ Write draft of essay #1; be ready to read from this draft on Tuesday.

WEEK 4

Tues. Sept 15: Essay #1 Drafts due/Discuss revision techniques/ Assignment: *The Student Writer* pp. 76-86 & 88-94.

Thurs. Sept 17: Discussion/ Rough drafts returned/ Style Analysis/ *Connections: "Learning to Read and Write" Douglas, p.167; "I Just Want to Be Average" Rose, p. 173.*

WEEK 5

Tues. Sept 22: Essay # 1 due / Introduction to Essay #2/ *Connections: "My Father's Life" Carver, 142.*

Thurs. Sept 24: Introduction of Writing Groups/ Assignment: *The Student Writer: "Looking for Work" by Soto, p. 160. & W. G. handout./ Write rough draft of Essay #2 for Tuesday's writing groups*

WEEK 6

Tues. Sept 29: Peer groups for Essay #2 *(Anyone without a draft will be docked one letter grade on final essay, effective throughout semester) / *The Student Writer*: pp. 95-106 & *Connections*: "Here Comes the Groom" p. 432.

Thurs. Oct. 1: Writing Effective sentences/Creating Coherence/Voice and Tone/ *Connections*: "The Case Against Civil Rights for Homosexuals" by Levin, p. 437

WEEK 7

Tues. Oct. 6 Essay #2 due/Written responses/ Introduction to Essay #3/ *The Student Writer*: pp.223-229; "Neat vs. Sloppy People" Britt, p. 234.

Thurs. Oct. 8. Hand-out: "Prose Writers Vs. Poets" from *Harper's Magazine*/ *The Student Writer*: pp. 244-248 & Write Rough draft of Essay #3 for Tuesday's Writing Groups.

WEEK 8

First Scheduled Conferences

Tues. Oct 13: Rough draft #3/ Writing groups/ Revision and Editing Checklists

Thurs. Oct. 15: *The Student Writer*: pp. 249-253; student essay: "Small but Mighty" p. 263.

WEEK 9

Tues. Oct. 20: Essay #3 due/ *Connections*: "The Face of Beauty" by Ackerman p. 252; "Our Barbies, Ourselves" by Prager, p. 307.

Thurs. Oct. 22: Introduce Essay #4/ Writing responses/ *Connections*: "Just Walk on By: A Black Man Ponders His Power to Alter Public Space" Staples, p. 227.

WEEK 10

Tues. Oct. 27: Discussion/ Handout for Library Search & Write draft of essay #4

Thurs. Oct. 29: Writing Groups for Essay #4/ *The Student Writer*: pp. 309-319

WEEK 11

Tues. Nov. 3: Handout: Summary writing. Paraphrasing, Using Quotes./ *The Blair Handbook*: pp.233-248.

Thurs. Nov 5: Logical fallacies quiz/ Essay #4 due/ *Connections*: "The Backlash Against Feminism", p. 391 & "Between a Rock and a Hard Place" by Filiene.

WEEK 12:

Tues. Nov. 10: *Intro to Research*: *Connections*: "Let's Put Pornography Back in the Closet" by S.B. Miller, p. 541 & "Notes from a Free-Speech Junkie" by Jacoby, p. 545.

Thurs. Nov. 13: Incorporating Research into Essays!!!!/Topic Selection & Topics to Avoid/ *The Student Writer*: pp.332-335 & pp.366-380.

WEEK 13

Tues. Nov. 18: Research techniques/ Handout & *The Student Writer*: pp. 396-399

Thurs. Nov. 20: Topic proposal due/ In-Class Reading of *The Blair Handbook*: pp. 249-278/ Using MLA/ Handouts: Works Cited & Outlines/Discuss Conferences

WEEK 14

Wed. Nov 25-Fri 27: Thanksgiving Holiday

WEEK 15:

Conferences

Mon. Nov. 30-Dec. 4: Research for final Essay and Student Conferences. Individual instruction and discussion based on student outline and rough draft, both of which will be completed and in hand for the conference. Any student failing to produce both a typed outline and a typed rough draft for the conference will be downgraded 10 points on the final paper.

Week 16

Tues. Dec. 8: Working draft of Persuasive- Research paper due for peer review.

Thurs. Dec.10 : Journals due/ Final questions

Fri: Dec. 11: Final Paper Due.

!!!!!!!!!!!!!!!!!!!!!!There is no Final Exam in English 1001C!!!!!!!!!!!!!!!!!!!!!!